DOCUMENT RESUME

ED 204 943 EC 133 514

AUTHOR Zabel, Robert H.; Zabel, Mary Kay
TITLE Factors Involved in Burn-Out Among Teachers of Emotionally Disturbed and Other Types of Exceptional Children.
PUB DATE Apr 81
NOTE 31p.: Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April, 1981, Session A-12).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disabilities; Elementary Secondary Education; Emotional Disturbances; *Gifted; *Special Education Teachers; *Stress Variables; *Teacher Burnout; *Teacher Characteristics; *Teacher Morale

ABSTRACT

Questionnaires were mailed to 765 special education teachers to determine if the concept of burnout is relevant to teachers of exceptional children and to determine if the age level, delivery model, and type of children served are related to the experience of burnout. Responses were obtained from 601 teachers. Among findings were the following: teachers with responsibility at the junior high level ranked highest on the measure of emotional exhaustion and depersonalization and were also lowest on the measure of personal accomplishment; when the "other" category of service delivery model is omitted from consideration, consulting teachers ranked highest on both emotional exhaustion and depersonalization, but also highest on the measure of personal accomplishment; teachers of hearing impaired, followed closely by those of emotionally disturbed and gifted students, indicated the greatest frequency of emotional exhaustion; younger teachers expressed more emotional exhuastion and depersonalization and less personal accomplishment than older teachers; number of years of teaching experience in regular education correlated negatively with the measures of emotional exhuastion, depersonalization, and personal accomplishment; and teachers' ratings of the support from their administrators, fellow teachers, and parents did appear related to the three burnout measures. Tables with statistical data are appended. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204943

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Factors Involved in Burn-out Among Teachers of Emotionally Disturbed and Other Types of Exceptional Children

by

Robert H. Zabel, Ph.D.
and
Mary Kay Zabel, Ph.D.
Kansas State University

Presented at

International Convention of Council
for Exceptional Children

April, 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert H. Zabel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC133514

A condition labeled burn-out has received much attention recently in both the popular press and professional journals. Publications as diverse as Exceptional Children and the Wall Street Journal have devoted space to this syndrome among workers in the "helping professions". The burn-out syndrome has been defined as exhaustion due to the excessive demands on a person's energy, strength, or resources (Freudenberger, 1977). Maslach (1978) believes that professionals in human service institutions, who are required to be intensely involved with other people presenting psychological, social, and/or physical problems, are at risk for experiencing the conditions of the syndrome.

Lately, attention has been given to burn-out among teachers, including those in special education. The number of teachers with twenty or more years of experience has decreased by half in the last 15 years and there is evidence that many teachers would not choose the profession if they were starting over and do not plan to remain in the field until retirement (McGuire, 1979). Whether or not factors associated with burn-out have contributed to this situation is still unclear The bulk of the literature dealing with the syndrome among teachers has been largely conjecture, based upon generalizations from research with other populations. Most of the available literature has focused on ways for dealing with presumed causes of the syndrome rather than attempting to define and describe the condition itself. Because of the popularity of the syndrome and because special education teachers were expressing feelings of being "burned-out", the authors decided to examine existing literature involving other professions to devise an exploratory study of factors related to burn-out with teachers of exceptional children.

Maslach and associates have reported the results of a number of studies involving police officers (Maslach & Jackson, 1979), day care workers (Maslach & Pines, 1977), and mental health workers (Pines & Maslach, 1978), among others. Out of this literature has come a description of the burn-out syndrome. Maslach states that the syndrome involves three possible factors: the first factor is characterized by increased feelings of emotional exhaustion; the second factor by the development of negative, cynical attitudes and feelings about clients; and the third is a tendency to evaluate one's own performance negatively (Maslach & Pines, 1979).

These feelings of emotional exhaustion, depersonalization, and negative self-evaluation, Maslach, Freudenberger (1974; 1975) and others believe, can have serious consequences for the professionals themselves as well as for their clients and the institutions in which they work. The feelings are often accompanied by indicators of personal stress such as physical exhaustion, illness, excessive use of drugs and alcohol, marital and family conflicts, and psychological problems. These conditions, in turn, can lead to distancing from clients, diminished work performance, increased absenteeism and high job turnover. In this research, a variety of factors including client load, amount of direct involvement with clients, length of work week, opportunities for time away from clients and work, amount of education, training, experience and perceptions of support from others were found to be important. Some attention has been given to how these factors might be involved in burn-out among special educators, as well (Bensky, et. al., 1980; Weiskopf, 1980; Zabel & Zabel, 1980).

The present study was intended to be exploratory in nature - first to determine if the concept of burnout is relevant to teachers of exceptional

children and, second, to determine what factors related to burn-out exist that could be examined in future studies. Specifically, the authors wished to determine if the age level, delivery model, and type of children served are related to the experience of burn-out. We also wished to examine the relationship of certain other factors (including age, experience, education, sex, marital status, size of case load, amount of working time, amount of time away from students, and perceptions of support form colleagues, administrators and parents).

Procedure

Sample. Listings of all certified special education teachers in the state of Kansas were obtained form the State Department of Education. In this state, programs are administered on a categorical basis including learning disabilities (LD), educable mentally retarded (EMR), trainable mentally retarded (TMR), emotionally disturbed or personal and social adjustment problems (PSA), gifted (G), multiple and severely handicapped (M/S), hearing impaired (HI), and visually impaired (VI). A random sample of 100 teachers in each of the larger categories of exceptionality (LD, EMR, TMR, PSA, G, and teachers in inter-related programs), together with all of the teachers in lower incidence categories (containing fewer than 100 teachers), were selected for inclusion in the mailing list. In March, 1980, questionnaires were sent to a total of 765 special education teachers.

Measures. The questionnaire included items related to characteristics of the respondent (e.g., age, sex, race, marital status, years of regular and special education teaching experience, and certification status) and conditions of their jobs (e.g., age level of students, delivery model of program, label of students, as well as number of students, length of work week, amount

of time working directly with students, number of personal and professional leave days, time for administrative tasks, and ratings of support from administrators, colleagues, and parents).

An additional 22 items were used to measure respondents' expressions of factors involved in burn-out. The Maslach Burn-out Inventory (MBI), a questionnaire designed to measure factors involved in the experience of burn-out was also selected for use in this study. The MBI includes items written in the form of statements about personal feelings or attitudes reported to indicate emotional exhaustion, depersonalization, or personal accomplishment. (See Maslach & Jackson for discussion of development of the instrument, reliability, and validity). This instrument had been utilized in a number of earlier studies to measure both frequency and intensity of such feelings and attitudes. For purposes of this study, only one modification was requied: the word "students" was used in place of "recipients".

Teachers were asked to respond to nine statements comprising the emotional exhaustion factor (e.g., "I feel emotionally drained from my work"); five statements comprising the depersonalization factor (e.g., "I feel I treat some students as if they were impersonal objects"); and eight statements comprising the factor of personal accomplishment (e.g., "I can easily understand how my students feel about things"). Responses were indicated on a 7 point Likert-type scale in terms of the frequency with which a respondent experienced the stated attitudes or feelings (0=never; 6=every day). The frequency scale only was utilized since it had been found to be highly correlated with intensity ratings, and because in most cases, the factor loadings for the frequency dimension accounted for slightly more of the variance in factor analysis of the items. Maslach and Jackson report that

the emotional exhaustion and depersonalization scales, while not measuring the same feelings and attitudes, were found to correlate positively with one another at moderate levels, while correlating negatively at relatively low levels with the personal accomplishment scale.

Results

Of the 765 teachers sent a questionnaire, 601 (78.6 percent) returned completed surveys. These serve as the sample in this study. Respondents worked with students at all levels, functioned in all of the delivery models, and served all types of exceptional children. They were primarily female (86.9 percent), Caucasian (96 percent) and married (64.7 percent). Males accounted for 12.6 percent of the sample; single persons, 23.8 percent; divorced, 9 percent; and other marital status not indicated 2.5 percent. Only four percent of the sample was Black, other, or not indicated. The sample was also relatively young--44.6 percent, between 21-29 years of age; 30.6 percent, 30-39; 12.5 percent, 40-49; 8 percent, 50-59; and 3.7 percent 60-69. The respondents were however, highly educated. There were 40.4 percent with bachelor's degrees and a mean number of 17.8 graduate credit hours beyond the degree; 57.8 percent had master's degrees with a mean of 15.9 additional credit hours. Data on the years of regular and special education experience and certification status when respondents began teaching in special education are included in Table 1.

Levels, models, and labels

A major concern of this study was to examine relationships between the major independent variables of level of teaching responsibility (preschool, primary, intermediate, junior high, high school), model of service delivery (itinerant, consulting, resource, self-contained, institutional), and label

of students (learning disabled, educable mentally retarded, trainable mentally retarded, personal and social adjustment, gifted, multiple and severely handicapped, visually impaired and hearing impaired) and the three dependent measures of emotional exhaustion, depersonalization, and personal satisfaction. Table 2 provides a breakdown of delivery models, levels, and labels of respondents' teaching responsibilities.

Level. Tables 3, 4, and 5 include mean responses and rankings of the factors of emotional exhaustion, depersonalization, and personal accomplishment according to level. Teachers with responsibility at the junior high level ranked highest on the measure of emotional exhaustion and depersonalization and were also lowest on the measure of personal accomplishment. Intermediate teachers, on the other hand, ranked lowest on the emotional exhaustion and depersonalization scales, while ranking second from the top for personal accomplishment. Preschool teachers ranked highest for personal accomplishment, but were also relatively high for emotional exhaustion.

An analysis of variance on these means indicated no significant differences among the responses for teachers at the different levels for either the emotional exhaustion or personal accomplishment scales. Teachers at the intermediate level did obtain a depersonalization score that was significantly lower than those of the other groups.

Model. Mean responses are ranked according to service delivery model of respondents for emotional exhaustion, depersonalization and personal satisfaction in Tables 6, 7 and 8. When the "other" category is omitted from consideration, consulting teachers ranked highest on both emotional exhaustion and depersonalization. They also, however, did rank relatively high on the measure of personal accomplishment. Itinerant teachers ranked lowest on

emotional exhaustion and depersonalization, with institutional teachers lower than teachers in the other models on personal accomplishment. These results were statistically significant.

Label. Tables 9, 10, and 11 contain the rankings of mean responses according to label of students served. Teachers of hearing impaired, followed closely by those of PSA (emotionally disturbed) and gifted students indicated the greatest frequency of feelings of emotional exhaustion. Teachers of trainable mentally handicapped and multiple and severely handicapped students on the other hand, ranked lowest on this measure. According to results of anlaysis of variance of these means, none reached statistical significance.

Results were more dramatic for depersonalization. Teachers of PSA students obtained the highest score, and it was signifiantly higher than the others. Teachers of multiple and severely handicapped children and trainable mentally retarded students again were low on the measure of depersonalization. Their mean depersonalization scores were significantly lower than the others. Interestingly, although teachers of multiple and severely handicapped students ranked low on emotional exhaustion and depersonalization, they also ranked lowest on the personal accomplishment scale, while the mean for teachers of gifted students was significantly higher than those of the other groups.

Other Factors. In addition to the analyses of effect of level, model, and label reported above, the effects of a number of additional variables have also been analyzed.

Age. As seen in Tables 12, 13, and 14, age appears to be an important variable. While there were no significant differences based upon analysis of variance among the several age groups for either emotional exhaustion or personal satisfaction, there were statistically significant linear effects,

such that younger teachers expressed more emotional exhaustion and depersonalization and less personal accomplishment than older teachers. In addition, the analysis of variance indicated statistically significant differences between the mean scores of the various age groups for depersonalization.

Pearson correlation coefficients were tabulated for the measures of emotional exhaustion, depersonalization, and a personal accomplishment with a number of additional variables. As Table 15 illustrates, most of these correlations were low, but several were statistically significant.

Experience. Number of years of teaching experience in regular education correlated negatively with the measures of emotional exhaustion, depersonalization, and personal accomplishment. Years of special education experience was negatively correlated with depersonalization only. Apparently, the more experience teachers have, the less likely they are to develop emotional exhaustion or depersonalization, yet they also experience lower levels of personal accomplishment.

Use of time. Several additional questions concerned the ways teachers utilized time. A significant positive correlation was obtained between teaching time (number of hours spent working each week) and emotional exhaustion. However, there were no significant correlations between amount of time teachers spent each week working directly with students, time each day away from students, amount of time provided for administrative duties, or amount of time to attend conferences and in-service activities.

Support. Teachers' ratings of the support from their administrators, fellow teachers, and parents did appear related to the three burn-out measures. Respondents rated support from each of these sources on a Likert-type scale

(1=excellent; 5=poor). Emotional exhaustion and depersonalization scores were found to be significantly correlated with ratings of support from all three groups, while personal accomplishment was significantly correlated with ratings of parent support.

Number of students. Teachers' perceptions of the appropriateness of the number of students were found to be related to their expressions of emotional exhaustion, though not with the other factors. Based upon results of analysis of variance, the mean emotional exhaustion scores for teachers who rated the number of students as "about right", "too small", or "too large" were found to be significantly different. Teachers with "too large" case loads ranked highest in emotional exhaustion. However, several other variables such as the existance of an aide, team teacher, or other special education personnel in the same building were not found to be significant variables.

Conclusions

The results of this study indicate that the subject of burn-out among teachers of exceptional children is one that is worthy of examination. Certainly the high return rate (nearly 80 percent of the teachers surveyed) points to substantial interest in the topic. In addition to questionnaire responses, a large proportion of respondents provided unsolicited comments, descriptions of their situations, and suggestions for remedy. Many apparently viewed the survey as an opportunity to express their feelings and voice concerns on a topic that was close to them.

From the analysis reported above, several conclusions might be drawn. First, and not unexpectedly, teachers of emotionally disturbed (PSA) students appear to experience the greatest occupational stresses. Teachers working with other categories of exceptionality, such as hearing impaired, also

experience relatively high levels of emotional exhaustion, but they also report less depersonalization and a greater sense of personal accomplishment in their work. Interestingly, teachers of gifted students are apparently challenged by their students and experience relatively high levels of emotional exhaustion. They also, however, are partially compensated with a greater sense of personal accomplishment. The rewards are greater.

When it comes to the influence of level of students, teachers at the junior high level appear to be highest risk for experiencing burn-out. They score highest both on emotional exhaustion and depersonalization and lowest on personal accomplishment. This result, too, is not surprising. Early adolescence is widely perceived as a difficult age level with which to work.

Although teachers of preschool children experience relatively high levels of emotional exhaustion, they also rank highest for their reports of personal accomplishment. Working with young exceptional children is demanding, and yet the apparent gains of students at this level may appear greater and the future brighter than it does for older exceptional students. For as yet undetermined reasons, teachers at the intermediate level scored relatively low on the measures of both emotional exhaustion and depersonalization, while also reporting relatively high levels of personal accomplishment.

Among the service delivery models, consulting teachers were found to experience the highest levels of both emotional exhaustion and depersonalization. Consulting teachers frequently do find themselves in demanding situations. In Kansas, it is possible to serve in this role with no more training or experience than teachers in other delivery models. Because of shortages of fully trained personnel, it is not uncommon, particularly in rural areas where the model is most widely used, to find consulting teachers with no

regular or special education teaching experience, only minimal provisional certification in a single categorical area, and no training in consultation. Additionally, they typically are responsible for vast geographical territories, large numbers of students, and must deal with the high expectations from teachers and administrators. It is interesting to note that teachers in the itinerant role fare much better, scoring lowest of all models on emotional exhaustion and depersonalization. Unlike consulting teachers, they primarily work directly with students without the demands of providing services to student, teachers, and administrators alike. They also typically have breaks in their schedules and time away from students as they travel from school to school.

Teachers in institutional programs presented an interesting pattern. Despite often working longer days and year-round, unlike teachers in public school, they did not report the highest levels of emotional exhaustion and scored lower on depersonalization than consulting teachers. This may be due to the existence of formal and informal support systems in institutions. These teachers usually do work with more seriously handicapped students, however, and this may partly explain the low level of personal accomplishment they experience.

Age and experience of teachers appear to be important factors. Substantial linear relationships were obtained for age and all three measures of burn-out. The older the teachers, the less emotional exhaustion and depersonalization and the greater sense of personal accomplishment. It is unclear if older teachers have developed better strategies for coping with stress than younger teachers or if their expectations have become more consistent with the realities they encounter. It may also be that teachers who have experienced higher levels of emotional exhaustion, depersonalization and lower levels of personal accomplishment have left the field.

A similar pattern was found for experience--the greater the amount of regular and special teaching experience, the lower the emotional exhaustion and depersonalization scores. This pattern was not found for personal accomplishment, however. Teachers with more regular experience also indicated lower levels of personal accomplishment, perhaps due to greater awareness of the discrepancies between what they could accomplish with their special students and nonexceptional students.

Finally, it appears that perceptions of support from administrators, fellow teachers, and parents are related to burn-out, particularly for the measures of emotional exhaustion and depersonalization. Teachers who perceive external support for themselves and their programs experience less of both.

This study has dealt primarily with what might be considered the "main effects" of certain variables. At present the data are being analyzed in greater detail to determine more precisely how the factors of level, model and label may be interrelated. Then questions such as, "Do consulting teachers of emotionally disturbed students at the junior high level experience greatest emotional exhaustion?" and "If so, how is this related to age, experience, training and perceptions of support?" can be addressed.

Undoubtedly, individual personality, constitutional and experiential factors not directly related to conditions of the job also play a role in the experience of burn-out. These, however, may be more difficult to both isolate or to modify. When external factors involved in identifying teachers of exceptional children who are a high or low risk for experiencing burn-out are determined, perhaps approaches for dealing with those variables can be developed. Then, the detrimental effects of burn-out can be minimized.

References

Bensky, J. M, Shaw, S. F., Gouse, A. S., Bates, H., Dixon, B., & Beane, W. E. Public Law 94-142 and stress: A problem for educators. Exceptional Children, 1980, 47, 24-29.

Freudenberger, H. J. Burn-out; Occupational hazard of the child care worker. Child Care Quarterly, 1977, 6, 90-98.

Fruedenberger, H. J. Staff burn-out. Journal of Social Issues, 1974, 30, 1959-1965.

Freudenberger, H. J. The staff burn-out syndrome in alternative institutions. Psychotherapy: Theory, Research and Practice, 1975, 12, 73-82.

Maslach, C. Burned-out. Human Behavior, 1976, 5, 16-22.

Maslach, C. Job burn-out: How people cope. Public Welfare, 1978, 36, 56-58.

Maslach, C. & Jackson, S. E. Burned-out cops and their families. Psychlogy Today. May 1979, 12, 59-62.

Maslach, C. & Jackson, S. E. The measurement of experienced burn-out. Berkeley, California: University of California Department of Psychology, 1979.

Maslach, C. & Pines, A. Burn-out: The loss of human caring. In A. Pines and C. Maslach (Eds.) Experiencing social psychology: Readings and projects. New York: A. A. Knopf, 1979.

Maslach, C. & Pines, A. The burn-out syndrome in the day care setting. Child Care Quarterly, 1977, 6, 100-113.

McGuire, W. H. Teacher burn-out. Today's Education, 1979, 5,

Pines, A. & Maslach, C. Characteristics of staff burn-out in mental health settings. Hospital and Community Psychiatry, 1978, 29, 233-237.

Weiskopf, P. E. Burn-out among teachers of exceptional children. Exceptional Children, 1980, 47, 18-23.

Zabel, R. H. & Zabel, M. K. Burnout: A critial issue for educators. Education Unlimited, 1980, 2, 23-25.

Table 1

Years of Regular Experience

Range = 0-42 years
Mean = 3.732 (S.D. 6.012)
Median = 0.829
Mode = 0 (288 - 47.9%)

Years of Special Education Experience

Range = 0-40 years
Mean = 5.338 (S.D. 4.580)
Median = 4.090
Mode = 2.0 (92; 54.9 percent 4 or fewer years)

Special Education When Began Teaching

Certification	Number	Percentage
Full	218	36.3
Provisional	357	59.4
Not indicated	24	4.0
Other	2	0.2
Totals	601	100.0

Table 2

Respondent Characteristics

Delivery Model	Number	Percentage
Itinerant	79	13.1
Consulting	46	7.7
Resource	183	30.4
Self-Contained	282	46.9
Institutional	45	7.5
Other	26	4.3
Not indicated	14	2.4
Totals	645	112.3

Level of Students	Number	Percentage
Preschool	44	7.3
Primary	284	47.3
Intermediate	277	46.1
Junior High	248	41.3
Senior High	205	34.1
Missing	14	2.3
Totals	1072	178.6

Label of Students	Number	Percentage
LD	163	27.1
EMR	155	25.8
TMR	97	16.1
PSA	125	20.8
Gifted	87	14.5
M/S	101	16.8
HI	21	3.5
VI	29	4.8
Totals	778	129.4

Table 3

"Emotional Exhaustion" by Level

Level	Mean	(S.D.)	N	Rank
Preschool	2.4291	(1.2343)	44	2
Primary	2.4170	(1.0669)	284	3
Intermediate	2.3969	(1.0133)	277	5
Junior High	2.4368	(1.1064)	248	1
High School	2.4060	(1.1542)	205	4
Totals	2.4558	(1.9879)	1058	

Table 4

"Depersonalization" by Level

Level	N	Mean	(S.D.)	Rank
Preschool	44	1.4508	(1.1273)	4
Primary	284	1.5461	(1.2486)	2
Intermediate	277	1.4001*	(1.1441)	5
Junior High	248	1.5687	(1.2103)	1
High School	205	1.5310	(1.1318)	3
Totals	1058	1.5544	(1.2103)	

*F = 8.457; p = 0.0038

Table 5

"Personal Accomplishment" by Level

Level	N	Mean	(S.D.)	Rank
Preschool	44	4.8970	(0.7319)	1
Primary	284	4.7387	(0.7861)	4
Intermediate	277	4.8232	(0.7151)	2
Junior High	248	4.7161	(0.8091)	5
High School	205	4.7595	(0.8165)	3
Totals	1058	4.7577	(0.8339)	

Table 6

"Emotional Exhaustion" by Model

Model	N	Mean	(S.D.)	Rank
Itinerant	79	2.3273	(1.0386)	6
Consulting	46	2.6313	(1.0872)	2
Resource	183	2.4838	(1.0491)	4
Self-contained	282	2.4614	(1.0438)	5
Institutional	45	2.5676	(1.2973)	3
Other	26	2.6979	(1.2732)	1
Totals	661	2.4558	(1.0879)	

Table 7

"Depersonalization" by Model

Model	N	Mean	(S.D.)	Rank
Itinerant	79	1.0703*	(0.9600)	6
Consulting	46	1.7627	(1.3978)	1
Resource	183	1.6224	(1.1892)	3
Self-contained	282	1.5500	(1.1909)	4
Institutional	45	1.7033	(1.3938)	2
Other	26	1.3782	(1.3177)	5
Totals	661	1.5544	(1.2103)	

*F = 9.291; p = 0.0024

Table 8

"Personal Accomplishment" by Model

Model	N	Mean	(S.D.)	Rank
Itinerant	79	4.7951	(0.7636)	4
Consulting	46	4.8327	(0.7620)	3
Resource	183	4.8368	(0.7489)	2
Self-contained	282	4.7640	(0.7606)	5
Institutional	45	4.4447*	(1.0256)	6
Other	26	4.9384	(0.5291)	1
Totals	661	4.7577	(0.8339)	

*F = 6.922; p = 0.0087

Table 9

"Emotional Exhaustion" by Label

Label	N	Mean	(S.D.)	Rank
LD	163	2.4871	(1.0774)	4
EMR	155	2.4204	(1.0103)	5
TMR	97	2.2950	(0.9541)	8
PSA	125	2.6204	(1.1148)	2
Gifted	87	2.6017	(1.0796)	3
SMH	101	2.3096	(1.1433)	7
HI	21	2.6471	(1.2609)	1
VI	29	2.3410	(1.2091)	6
Totals	778	2.4558	(1.0879)	

Table 10

"Depersonalization" by Label

Label	N	Mean	(S.D.)	Rank
LD	163	1.5718	(1.1241)	3
EMR	155	1.6156	(1.1009)	2
TMR	97	1.3253*	(0.9980)	7
PSA	125	1.8476**	(1.4094)	1
Gifted	87	1.4387	(1.2161)	6
SMH	101	1.3106***	(1.2397)	8
HI	21	1.4976	(1.1321)	4
VI	29	1.4626	(1.2312)	5
Totals	778	1.5544	(1.2103)	

*F = 4.169; p = 0.0416
**F = 9.390; p = 0.0023
***F = 4.961; p = 0.0263

Table 11

"Personal Accomplishment" by Label

Label	N	Mean	(S.D.)	Rank
LD	163	4.8353	(0.6536)	4
EMR	155	4.6917	(0.6766)	7
TMR	97	4.8624	(0.6062)	2
PSA	125	4.8204	(0.7853)	5
Gifted	87	4.9292*	(0.6914)	1
SMH	101	4.6551	(0.8726)	8
HI	21	4.7577	(0.8338)	6
VI	29	4.8547	(0.6187)	3
Totals	778	4.7577	(0.8339)	

*F = 4.328; p = 0.0379

Table 12

Emotional Exhaustion by Age

Age	(N)	Mean	SD	Rank
20-29	(268)	2.5408	1.0240	1
30-39	(184)	2.4814	1.1879	2
40-49	(75)	2.3980	1.1046	3
50-59	(48)	2.2379	1.0035	4
60-69	(22)	1.9890	0.9390	5

Anova

Source	Sum of Squares	df	MS	F	Significance
Between Groups	9.373	4	2.343	1.998	0.0934
Linearity	8.474	1	8.474	7.225	0.0074

Table 13

Depersonalization by Age

Age	N	Mean	SD	Rank
20-29	268	1.7511	1.1629	1
30-39	184	1.5080	1.1632	2
40-49	75	1.3247	1.2296	3
50-59	48	1.2382	1.5084	4
60-69	22	1.0644	0.9933	5

Anova

Source	Sum of Squares	df	MS	F	Significance
Between Groups	24.806	4	6.202	4.328	0.0019
Linearity	24.039	1	24.039	16.777	0.0000

Table 14

Personal Satisfaction by Age

Age	(N)	Mean	SD	Rank
20-29	(268)	4.6842	0.7803	5
30-39	(184)	4.7952	0.7647	4
40-49	(75)	4.8279	0.9628	2
50-59	(48)	5.0314	0.8217	1
60-69	(22)	4.8183	0.8791	3

Anova

Source	Sum of Squares	df	MS	F	Significance
Between Groups	5.681	4	1.418	2.173	0.0706
Linearity	4.226	1	4.226	6.478	0.0112

Table 15

Pearson Correlations: Burnout Factors With Other Variables

Burnout Factors		Yrs Reg Exp	Yrs Sp Ed Exp	Teaching Time	Direct Instruct.	Time Away	Admin. Time	Attend. Conf.	Admin. Support	Teach. Support	Parent Support
Emotional	r =	-0.0847*	-0.0586	0.1013*	0.0316	-0.0010	0.0006	-0.0470	0.2196*	0.1382*	0.1649*
Exhaustion	N =	(601)	(601)	(582)	(574)	(601)	(601)	(601)	(601)	(601)	(601)
	p =	.019	.076	.007	.225	.490	.494	.125	.000	.000	.000
Deperson-	r =	-0.1312*	-0.1433*	0.0193	-0.0262	-0.0062	0.0368	0.0065	0.1557*	0.1380*	0.2690*
alization	N =	(601)	(601)	(582)	(574)	(601)	(601)	(601)	(601)	(601)	(601)
	p =	.001	.000	.321	.266	.440	.184	.437	.000	.000	.000
Personal	r =	-0.0898*	0.0355	0.0267	-0.0404	0.0634	-0.0166	0.0040	-0.0656	-0.0120	-0.0879*
Accomplishment	N =	(601)	(601)	(582)	(574)	(601)	(601)	(601)	(601)	(601)	(601)
	p =	.014	.192	.260	.167	.060	.343	.461	.054	.384	.016

*p < .05
Number of responses to individual items ranged from 574 to 601.